

Name of School:Plover School

Date: September 2023

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under 'Information, Advice and Guidance' (then under 'Schools and Alternative Provision'). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). This document reflects the changes within Doncaster Local Authority with the introduction of the Graduated Approach for SEND for Doncaster.

Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.

| Brief description of the school |
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| <p>Plover Primary is a LA is a large mainstream Primary School, within the XP Trust, which also has a Hearing Impaired ARC for deaf children in Doncaster. The school provides education for 3-11 year olds and has over 370 pupils. Our core values are:</p> <p>Our Vision: Engaging ALL children to enjoy and achieve</p> <p>Our Values: Excite We want our children to feel part of the learning process, ensuring our curriculum is active, fun and vibrant. We want to learn in an atmosphere where everyone is listened to, their views appreciated and valued.</p> <p>Challenge We challenge all members of the school to do their best at all times, trying our hardest and consistently setting higher goals. We believe having the highest of expectations allows our children to direct their learning and take ownership of their progress.</p> <p>Engage We believe in the importance of working with and as part of a learning community to ensure we achieve as individuals and collectively. We care about each other and offer care and guidance to make sure everyone feels happy and knows who to turn to.</p> <p>Celebrate We will strive to support all children to achieve. Achieve academically, socially and emotionally. We believe that every achievement should be praised, shared and celebrated.</p> |

We provide a stimulating, thematic curriculum, set in a context that is local and familiar to the children. We base our fundamental principles of education on the school values Excite, Challenge, Engage, Celebrate. These are personalised to suit our school in our context, providing a focus for the needs of our children. We enhance our curriculum with exciting and educational visits within our local area so the children gain regional awareness, and we encourage the support of local organisations from around our community and local Council, to provide our children with specialist knowledge and information.

Our curriculum is well planned with resources prepared to scaffold the learning of our children. It has Assessment for Learning embedded at its heart, as this allows us to cater for the needs of everybody. We provide opportunities for our children to self and peer assess against given success criteria. Our staff plan both for 'green standard' (age related) and 'blue standard' (above age related) challenging our children to achieve their potential.

How we identify if your child may need additional help and/or has special educational needs (SEND)

Summative assessment takes place half-termly within the classroom for all children in school. The method of this assessment depends upon the child's age and phase of school (Early Years, Key Stage 1, or Key Stage 2). Summative assessment tools can provide specific targets for children to develop. On-going formative assessment is used to identify specific targets and next steps. The following documents are used by school staff to support identification:

- SEN Code of Practice
- National Curriculum
- Special Educational Needs Protocol
- Accessibility Plan
- Behaviour Policy

How we involve parents, carers and families in meeting the needs of their child and in whole school developments

Partnership with parents is a fundamental part of our SEN practice. Parents of SEN pupils will be informed at each stage of the process. At Plover School we use the XP Schools Trust model of Assess, Plan, Do, Review (APDR) to support children's learning which contributes to the graduated response.

Parents are encouraged to approach school to share any concerns regarding their child, and/ or class teachers may invite parents to an initial consultation meeting to discuss any concerns raised by the school staff. A joint plan will be formulated and agreed by both parents and the school of what support may be provided. Suggestions of how parents can support their child to achieve targets at home will also be included and where appropriate, class teachers will provide parents with necessary resources, e.g., word lists, visual prompts, to enable them to support their child. This is referred to as the wave 1 plan. After an agreed period (usually half a term) the plan is reviewed at a second meeting with parents.

Following this meeting, it will be decided whether the need has been met and no other action is required, or if further support is deemed necessary. If further support is required, children will move to a wave 2 plan, where once again parents will be consulted to contribute to the

targets and support. There will be a minimum of three meetings per year for children at wave 2. Pupil voice will also be gathered and used to inform the personalised provision.

For some pupils with SEN, parents will be invited alongside the SENDCO to work with external specialists, e.g., Educational Psychologists, CAMHS to discuss and plan additional support for their child.

Pupils with an Education Health and Care Plan are placed on a wave 3 plan. Parents will be invited to termly meetings (as with wave 2) but also an Annual Review to discuss their child's progress with all professionals involved in supporting the pupil.

We value parental involvement and ensure that parents are included and kept fully informed of their child's progress and targets.

How we will involve your child in the planning and review of their support

Children will participate in all decision-making processes; target setting and contribute to reviewing their SEN Support Plans by making a personal comment on their own progress. The children will also contribute to a One Page Profile to share their view of successes and difficulties. As a result, children feel confident that they are being listened to and that their views are valued.

Where appropriate, pupils with Education, Health and Care Plans will be given the opportunity to attend review meetings.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

The curriculum will be made accessible for all pupils in accordance with the National Curriculum Inclusion Statement, emphasising the importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion:

- Setting appropriate learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will need access to specialist equipment and different approaches to access the National Curriculum and for these pupils will have individual support plans which will be created by the class teacher, parents, outside agencies and the SENCO outlining the child's specific needs. Individual Stage Plans are agreed and reviewed regularly by class teachers, teaching assistants and parents to ensure the child's needs are being met.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

On the whole SEN pupils will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN will receive additional support either in class or withdrawn in small groups or one-to-one to work on the targets specified on their SEN Support Plans.

The school also provides:

- Targeted intervention groups for SEN children
- 1:1 support if appropriate for work on personalised outcomes
- Small group work within the class

- Small group work and 1:1 support to address emotional needs with the Wellbeing team and as part of THRIVE provision, which will be further developed over the coming year.

The SENCO regularly consults with a range of external specialists to support pupils with SEN within school. These include:

- Educational Psychologist
- Speech Therapist
- Occupational Therapist
- ASCETs Team
- Behaviour Outreach Support Service (BOSS)
- Outreach Support from local schools with pupil learning centres or special schools e.g., Stonehill
- Special School, Coppice Special School

Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. After school clubs.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has communication or social communication needs

Generally, all SEN pupils will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN will receive additional support either in class or via withdrawal in small groups or one-to-one to work on the targets specified on their SEN Support Plans.

Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. After school clubs.

Each child's needs are assessed independently with any support specifically tailored to their needs. This support may include:

- Differentiated curriculum planning
- Ensuring Care Plans include social communication and interaction objectives
- Incorporating targets from other agencies if they are involved at this stage with termly reviews
- Establish close home/school links
- Incorporate advice and strategies from the Educational Psychologist
- Use of a range of communication support friendly strategies which are shared with the relevant staff and parents
- Small group intervention as required
- Close links with the Speech and Language Therapy service.
- One member of staff completes speech and language intervention on a 1:1 basis, 3 days per week.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

A minority of pupils may need access to specialist equipment and different approaches to learning, to access the National Curriculum. We will consult with specialist agencies to ensure that suitable equipment and appropriate challenge is in place to allow the children to succeed. If your child has a medical need, we ensure that relevant staff are trained in supporting the needs of the child, and that all staff are made aware of needs and how to

access help and support. Parents and carers will be involved in the completion of care plans. Support for the children may include:

Targeted intervention groups

1:1 support for pupils with EHCP's where outcomes are individual e.g. physiotherapy exercises.

Small group work within the class (with appropriate adaptations to equipment/worksheets/books etc).

Small group work to address emotional needs.

Intervention and support from specialised agencies e.g. Occupational therapy, Speech and Language therapy.

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

There are several arrangements and interventions in place to support the emotional and social development of pupils with SEN. These include:

Check ins and support to ensure a settled start to the morning.

Interventions such as 'Playing for Purpose' and 'Friendship Groups' will be used to support pupils with SEN to develop their social skills.

SEN pupils, who require support with social and emotional needs will identify a support team of designated adults (Safe Team) with whom they feel comfortable to talk or share their concerns with and to support at times of high anxiety.

Bespoke Anti-Bullying Policy that is updated regularly

Targeted nurture group intervention groups for children struggling with SEMH

1:1 support for children in crisis and / or children with EHCP

Small group work within the class

Small group work to address emotional needs with a member of the wellbeing team.

1:1 support for children to address emotional needs with a member of the wellbeing team.

Daily feelings circles held every morning in class involve encouraging every child to share how they are feeling, with any concerns raised in circles being dealt with swiftly.

The school uses the Restorative Practice approach to conflict resolution, allowing children to be fully involved in dealing with any issues or concerns they may have, facilitated by a member of staff if necessary.

Praise and reward are fundamental to the ethos of the school with achievements being celebrated in class and the whole school.

Family group support provided to siblings in school who may be vulnerable at different times due to changes in circumstances e.g., bereavement

Staff members are currently training towards implementing Thrive within school, to support emotional needs. In addition, school staff will be receiving training towards using trauma informed practice.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Class teachers will plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met and that there are no barriers to every pupil succeeding through adaptations to the curriculum and resources.

Learning coaches, under the direction of the class teacher, can adapt planning to support the needs of SEN children where necessary.

Specific resources and strategies may be used to support children with SEN individually and in groups.

Planning and teaching will be adapted to meet children's learning needs. Staff make 'live' and ongoing assessments.

Home learning will be adjusted as needed to meet children's individual requirements. Learning environments will be designed to support learning. E.g. working walls.

We have a clear accessibility plan that is available on request from school. Facilities we have in place are:

- The whole school is on one floor
- Use of all the classrooms and teaching areas can be rotated to meet pupils' needs
- The school is accessible by wheelchairs via the front entrance and various other points around the school
- Three disabled toilets are installed throughout the school
- A hoist is fitted in one of the disabled toilets
- The school has a fully functional Hearing Impaired Resource which caters for a number of children with hearing impairments
- The system for the evacuation of the building includes warning lights as well as sound
- The front entrance has been adapted to cater for disabled children and adults. This includes an automatic door and a low reception desk with a sliding window.

How we promote developing independence

SEN pupils will be taught within classrooms alongside pupils who do not have SEN. Pupils with SEN may receive additional support either in class or withdrawn in small groups or one-to-one to work on the targets specified on their SEN Stage Plans.

In school children are given numerous opportunities to develop their independence. These may include:

- Deciding how home learning can be completed with a range of tasks and variable deadlines
- Taking on various roles of responsibility within a structured environment
- An emphasis on collaborative learning in the classroom
- The Crew approach to foster responsibility for own learning.
- Providing support at a differentiated level
- Helping pupils develop an ownership of their learning and progress

- Providing a choice of learning outcomes and means of achieving it
- Using the 'pupil voice' as a main determiner of the next stages of learning

Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. after school clubs.

How we measure and review your child's progress against their targets and longer term outcomes

Summative assessment also takes place half termly within the classroom for all children in our school. The method of this assessment depends upon the child's age and phase within the school (Early Years, Key Stage 1, or Key Stage 2).

Summative assessment tools can provide specific targets for children to develop.

On-going formative assessment is used to inform next steps for children. Marking and feedback allow teachers to identify specific targets.

Boxall assessment is used to measure SEMH progress.

Thrive Approach assessment will be used to monitor the progress of the children receiving Thrive support, once it is implemented in our school.

Children's progress is measured formally at least every term, for children on the SEN register. Targets are recorded and monitored through APDR cycles and are accessible by all staff on SEN support plans and one page profiles.

Progress against targets are measured on a daily basis with any necessary adjustments made. This is communicated to the child and their parents as and when necessary. Where targets are completed, adjustments are quickly made to ensure consistent progress.

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND, and supporting you as their family

Plover School pride themselves in ensuring that all children's needs are met. Staff and resources are deployed in a number of ways to enable the school to meet the needs of children with SEND. The school has staff trained in the following:

Wellbeing team trained in various emotional and social interventions

Team Teach trained staff.

Small group interventions also support children with SEND:

Specialist expertise is also sought when a child's needs present themselves as beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCO and numerous external agency support, including:

- LA SEN teams

- LA ASCETS
- LA Visual Impairment and Hearing Impairment team
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Speech and Language therapy
- Health teams – School Nurse and Health Visitor
- Hospital teams
- Behavioural support – BOSS
- CAMHS

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

The professional development of all staff involved in meeting the needs of pupils with SEN is on-going and continuous. A wide range of training opportunities have been provided which include:

Skills sharing and the demonstration of teaching techniques and strategies organised within the school by the SENCO.

Professional development sessions and one-off sessions on relevant subjects provided by:

- Staff from other agencies or support services (e.g., ASCETs Team, CAMHS)
- Senior Leaders from within school
- Other courses which are relevant to the work being undertaken can be undertaken or requested by consulting with the SENCO

Several members of staff have completed accredited training to support pupils with SEN within the school:

Various staff have completed Team Teach training to support pupils with behavioural difficulties.

Three members of staff are in the process of being trained as 'Thrive' practitioners.

External support and expertise we can call upon to help us to meet children's need.

Specialist expertise is sought when a child's needs present themselves as beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCO and numerous external agency support, including:

LA SEN teams

LA ASCETS team

LA Visual Impairment and Hearing Impairment team

Educational Psychologist

Occupational Therapist

Physiotherapist

Speech and Language therapy
Health teams – School Nurse and Health Visitor
Hospital teams
Behavioural support – BOSS
CAMHS

How we include children with SEND in the life of our school

Plover School is a fully inclusive school, and it is something of which we are exceptionally proud. We endeavour to include SEN pupils in all aspects of our school, making appropriate adaptations to foster inclusion. Pupils identified with SEN may receive additional support either in class or withdrawn in small groups or one-to-one to work on the outcomes specified on their SEN Stage Plans.

Pupils with SEN have full and complete access to all extended school provision alongside pupils who do not have SEN, including after-school clubs, school day visits and residential visits.

How we prepare children and young people with SEND to join our school

Transition arrangements are in place to ensure effective transition between each phase of education:

Early Years Transition

Plover School begins transition to our school by inviting all pre-school children to visit and spend some time within school, the term before they will begin our Nursery. This allows them to become familiar with the school environment and nursery staff. Entry to Nursery is staggered to help promote a settled start for both children and parents.

Personalised transition to mainstream school (including shortened sessions initially) may be necessary for some children, and Plover endeavours to meet the individual needs of each child to ensure a positive beginning to Nursery.

Annual transition meetings (Whole School) occur whereby the current class teacher will meet to share information regarding pupils with SEN with the child's next class teacher. Information will then be passed on to SEN support staff to ensure all professionals involved are aware of SEN pupils' individual needs. Parents of children with SEN are invited to meetings with their child's new class teacher to discuss strategies and techniques that they find effective at home to support their children.

How we prepare children and young people with SEND to move on from our school

Transition arrangements will be put in place to ensure effective transition between each phase of education:

Moving Schools - If a SEN pupil is moving to another school the SENCO will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made. All records about SEN pupils will be passed on as soon as possible.

Secondary Schools Transition Meetings - pupils with SEN will be discussed with appropriate members of secondary school staff, e.g., form tutor and SENCO, to ensure they are aware of individual pupil's needs prior to transition.

Records, including SEN Support Plans will be passed on to secondary schools as soon as possible.

Annual Review Meetings - when a pupil with an Education Health and Care Plan is in Year 6, the SENCO from the secondary school will be invited to attend the annual review meeting to effectively plan transition and future SEN support. The SENCo from Plover will also attend the first annual review meeting/ support plan meeting at secondary, if requested by school or parent.

In addition to these arrangements, additional visits are arranged by Plover staff to ensure that our Y6 pupil's transitions are as effective as they can be. These include: - additional visits to the school at different times (e.g., lunch time, lesson time, home time), planning a route to and from the school with the children and walking the route regularly, accompanying the children around the school and taking photographs of different places.

Contacts for more information

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Link to local offer: <https://www.doncaster.gov.uk/services/schools/local-offer-send>